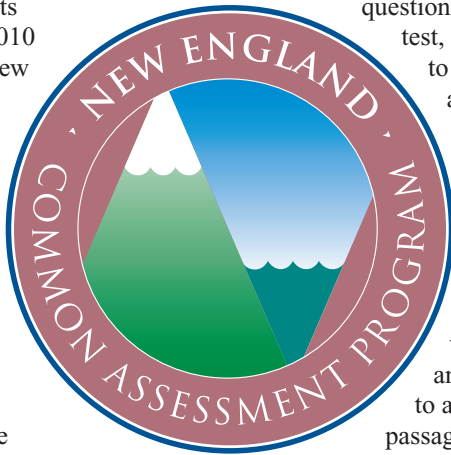


# About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 4 NECAP Tests

**Grade 4 Students in 2010-2011**

## School Results

**School:** C K Burns School

**District:** RSU 23

**Code:** 3168-1375



# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

### Grade Level Summary Report

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	200			271			13,730			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>199</b>	<b>199</b>		<b>269</b>	<b>269</b>		<b>13,375</b>	<b>13,416</b>		<b>100</b>	<b>100</b>		<b>99</b>	<b>99</b>		<b>97</b>	<b>98</b>	
With an approved accommodation	37	39		48	50		2,625	2,720		19	20		18	19		20	20	
Current LEP Students	3	3		5	5		396	439		2	2		2	2		3	3	
With an approved accommodation	2	2		2	2		165	206		67	67		40	40		42	47	
IEP Students	22	22		30	30		2,043	2,045		11	11		11	11		15	15	
With an approved accommodation	17	18		24	25		1,593	1,600		77	82		80	83		78	78	
<b>Students not tested in NECAP</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>2</b>		<b>355</b>	<b>314</b>		<b>1</b>	<b>1</b>		<b>1</b>	<b>1</b>		<b>3</b>	<b>2</b>	
State Approved	0	0		1	1		266	220		0	0		50	50		75	70	
Alternate Assessment	0	0		1	1		204	203					100	100		77	92	
First Year LEP	0	0		0	0		44	0					0	0		17	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	0		18	17					0	0		7	8	
Other	1	1		1	1		89	94		100	100		50	50		25	30	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	200	0	1	199	42	21	96	48	41	21	20	10	446	269	19	49	23	9	445	13,375	18	50	22	11	445
MATH	200	0	1	199	32	16	100	50	45	23	22	11	444	269	14	48	28	10	443	13,416	15	45	24	16	443
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

### Reading Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

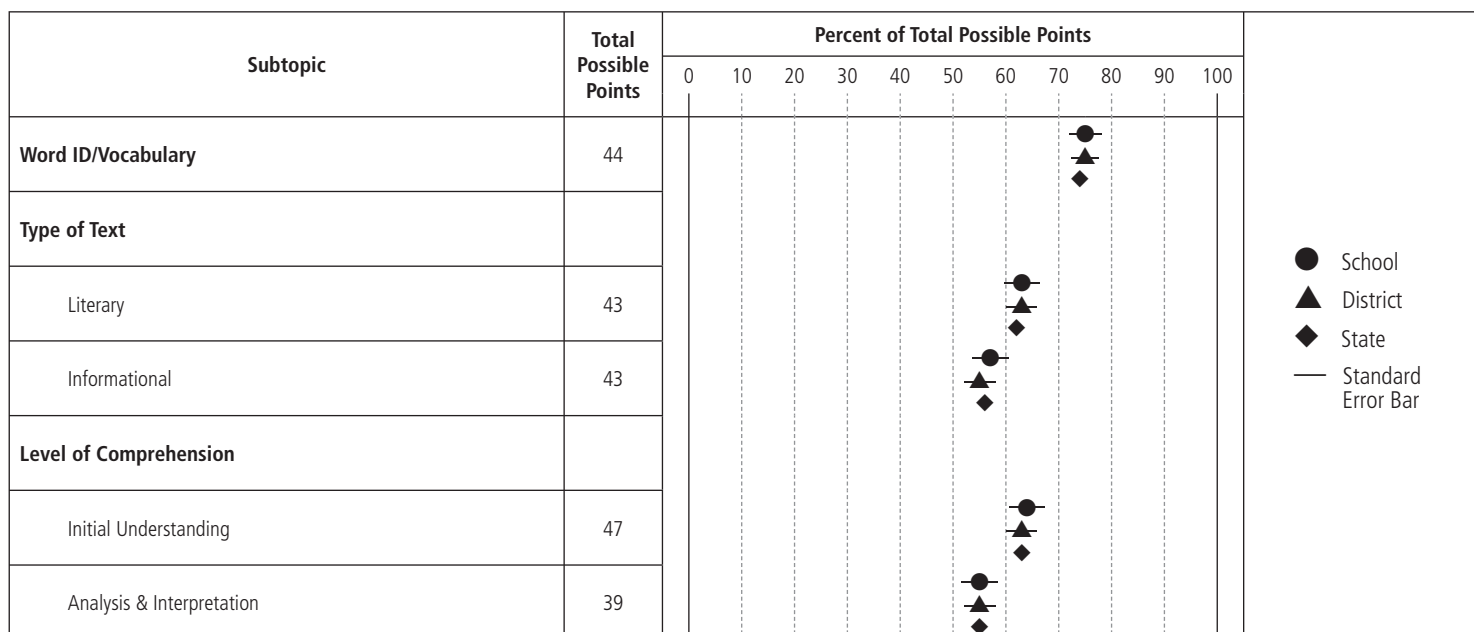
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	214	2	0	212	27	13	123	58	36	17	26	12	444
2009-10	200	0	1	199	42	21	96	48	41	21	20	10	446
2010-11 Cumulative Total													
<b>DISTRICT</b>													
2008-09	327	4	1	322	39	12	188	58	62	19	33	10	445
2009-10	271	1	1	269	52	19	133	49	61	23	23	9	445
2010-11 Cumulative Total													
<b>STATE</b>													
2008-09	13,779	226	92	13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2009-10	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2010-11 Cumulative Total													





# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

# Disaggregated Reading Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	0	1	199	42	21	96	48	41	21	20	10	446	269	19	49	23	9	445	13,375	18	50	22	11	445
Gender																									
Male	104	0	0	104	16	15	58	56	21	20	9	9	445	138	15	55	22	8	445	6,903	14	49	24	13	444
Female	96	0	1	95	26	27	38	40	20	21	11	12	446	131	24	44	24	9	446	6,472	21	51	20	9	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										8						212	11	43	28	17	442
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						157	13	49	23	15	443
Asian	6	0	0	6										7						215	19	47	22	12	446
Black or African American	4	0	0	4										5						357	6	34	28	31	437
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	64	18	18	0	455
White	185	0	1	184	41	22	87	47	37	20	19	10	446	249	20	49	22	9	446	12,318	18	50	21	10	446
Two or more races	0	0	0	0										0						105	12	56	19	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										5						396	5	36	29	30	437
Former LEP student - monitoring year 1	1	0	0	1										1						12	42	58	0	0	458
Former LEP student - monitoring year 2	0	0	0	0										0						8					
All Other Students	196	0	1	195	42	22	94	48	39	20	20	10	446	263	20	49	22	9	446	12,959	18	50	22	10	446
IEP																									
Students with an IEP	22	0	0	22	2	9	6	27	5	23	9	41	434	30	7	30	30	33	435	2,043	3	23	33	41	433
All Other Students	178	0	1	177	40	23	90	51	36	20	11	6	447	239	21	52	22	5	447	11,332	20	55	20	6	448
SES																									
Economically Disadvantaged Students	82	0	0	82	11	13	35	43	24	29	12	15	442	115	14	44	30	11	443	6,076	10	46	28	17	442
All Other Students	118	0	1	117	31	26	61	52	17	15	8	7	448	154	23	53	17	6	447	7,299	24	53	17	6	449
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	200	0	1	199	42	21	96	48	41	21	20	10	446	269	19	49	23	9	445	13,370	18	50	22	11	445
Title I																									
Students Receiving Title I Services	0	0	0	0										2						2,491	4	37	40	20	438
All Other Students	200	0	1	199	42	21	96	48	41	21	20	10	446	267	19	50	22	8	445	10,884	21	53	18	9	447
504 Plan																									
Students with a 504 Plan	1	0	0	1										3						213	7	55	31	8	443
All Other Students	199	0	1	198	42	21	96	48	41	21	19	10	446	266	20	49	23	8	446	13,162	18	50	22	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

# Mathematics Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

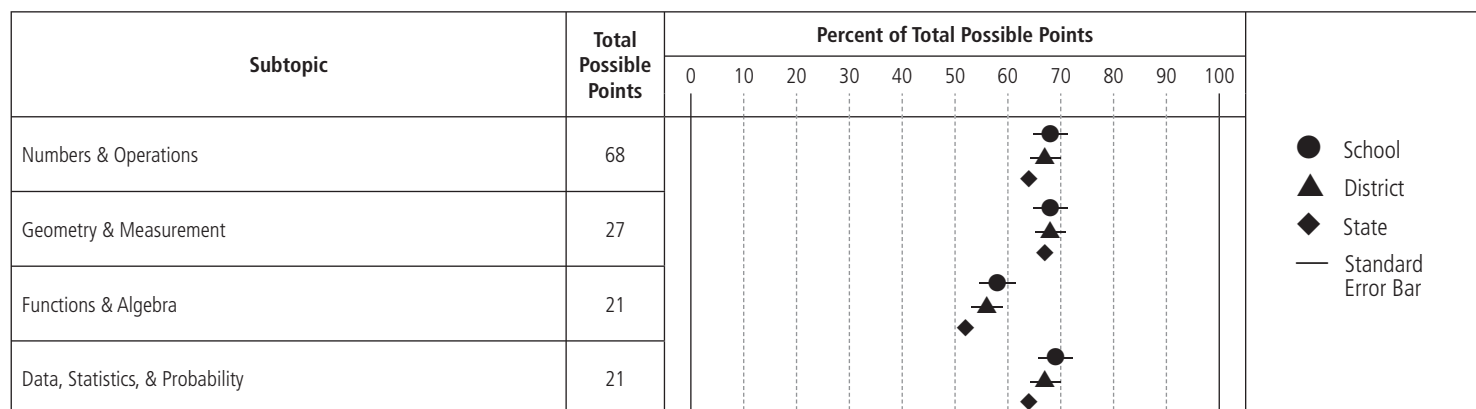
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	214	2	0	212	27	13	104	49	52	25	29	14	443
2009-10	200	0	1	199	32	16	100	50	45	23	22	11	444
2010-11 Cumulative Total													
<b>DISTRICT</b>													
2008-09	327	4	1	322	40	12	168	52	74	23	40	12	443
2009-10	271	1	1	269	38	14	130	48	74	28	27	10	443
2010-11 Cumulative Total													
<b>STATE</b>													
2008-09	13,779	203	95	13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2009-10	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2010-11 Cumulative Total													





# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

# Disaggregated Mathematics Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	0	1	199	32	16	100	50	45	23	22	11	444	269	14	48	28	10	443	13,416	15	45	24	16	443
Gender																									
Male	104	0	0	104	19	18	56	54	21	20	8	8	445	138	15	52	25	8	444	6,924	17	44	23	16	443
Female	96	0	1	95	13	14	44	46	24	25	14	15	442	131	13	44	31	12	442	6,492	14	46	25	15	442
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										8						217	6	42	25	26	439
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						159	19	36	25	19	442
Asian	6	0	0	6										7						216	16	48	22	14	444
Black or African American	4	0	0	4										5						384	4	27	26	43	433
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	27	36	36	0	448
White	185	0	1	184	30	16	92	50	41	22	21	11	444	249	14	48	27	10	443	12,324	16	46	24	15	443
Two or more races	0	0	0	0										0						105	14	44	24	18	442
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										5						439	4	30	24	42	434
Former LEP student - monitoring year 1	1	0	0	1										1						12	42	42	17	0	456
Former LEP student - monitoring year 2	0	0	0	0										0						8					
All Other Students	196	0	1	195	31	16	98	50	44	23	22	11	444	263	14	49	27	10	443	12,957	15	46	24	15	443
IEP																									
Students with an IEP	22	0	0	22	0	0	7	32	4	18	11	50	432	30	0	33	23	43	433	2,045	4	25	27	44	433
All Other Students	178	0	1	177	32	18	93	53	41	23	11	6	446	239	16	50	28	6	445	11,371	17	49	24	11	445
SES																									
Economically Disadvantaged Students	82	0	0	82	10	12	38	46	21	26	13	16	441	115	10	45	30	15	441	6,108	8	40	29	24	439
All Other Students	118	0	1	117	22	19	62	53	24	21	9	8	446	154	18	51	25	6	445	7,308	21	50	20	9	446
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	200	0	1	199	32	16	100	50	45	23	22	11	444	269	14	48	28	10	443	13,411	15	45	24	16	443
Title I																									
Students Receiving Title I Services	0	0	0	0										2						2,505	4	32	36	29	436
All Other Students	200	0	1	199	32	16	100	50	45	23	22	11	444	267	14	49	27	10	443	10,911	18	48	21	13	444
504 Plan																									
Students with a 504 Plan	1	0	0	1										3						212	8	47	29	17	441
All Other Students	199	0	1	198	32	16	100	51	45	23	21	11	444	266	14	48	27	10	444	13,204	15	45	24	16	443

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.